

AMERICAN JOURNAL OF EDUCATION

AND NATIONAL EDUCATOR.

Universal Education—The Safety of a Republic.

VOL. XXIV

ST. LOUIS, MO., DECEMBER 9, 1891.

No. 12.

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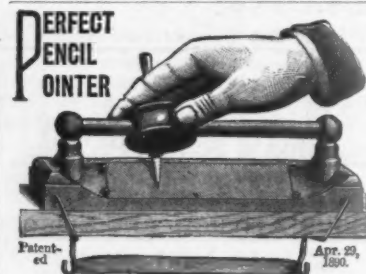
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ST. LOUIS, MO., DECEMBER 9, 1891.

No. 12.

NINE Editions are Printed for the Editors, by PERRIN & SMITH, 208 to 212 Vine Street, each month, and "Entered at the post-office at St. Louis, Mo., and admitted for transmission through the mails at second-class rates."

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ORDERS pour in for the map described on page 14. Better clip, sign and send in the coupon orders on page 7 early, properly filled out.

We invite the parties who criticised the statement made by President Harrison, which we published, to the effect that the *added wealth* of the nation this year would amount to over \$1,000,000,000. We invite the attention of these critics, and all other people, to the fact that a later and more careful estimate of our wheat, corn, oat and cotton crops will prove to be worth \$2,000,000,000. There is no reason to doubt the correctness of these figures, hence, it is safe to assert that hundreds of millions of farm mortgages will be paid off easily and safely.

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And National Educator.

St. Louis, Mo., Dec. 9, 1891.

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LIBRARY DAY was very largely observed all through the State of Missouri. We do not yet know how much was contributed, but the whole people were made more intelligent and stronger by what was done. Great credit is due Hon. L. E. Wolfe for his efforts in this direction.

It is only by better schools—by longer school terms—by more competent instructors that the people can gain power to cope with those who would inaugurate class distinctions of wealth and poverty. We want none of these in this country. Let intelligence, manhood and character have the fullest opportunity here. The common school extended and perfected insures this.

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may, as President Jesse said of the alumni of the State University in Kansas City, not only "count well in numbers, but *measure* well also."

The *Columbia Herald*, says: "The greatness of Missouri is emphasized by every publication regarding her resources.

"This State is dependent upon no one crop, no single industry or department of effort for prosperity. Agriculture, horticulture, stock-growing, bring large returns, while manufacturing and mining find abundant field.

"The report of the Labor Commissioner furnishes a case in point. The output of Missouri manufactures for last year was over \$161,500,000. The products shipped out of the State, exclusive of Kansas City and St. Louis, amounted to nearly \$107,000,000. In addition to the value of the products consumed at home.

"The distribution of this wealth adds to Missouri's prosperity. There was the largest surplus of cattle, \$27,000,000. Next in value is the hog surplus, \$15,000,000; horses and mules, \$7,000,000. Wheat is the largest surplus grain yield, estimated for 1890 at \$7,000,000. This year it will be 20 per cent larger. Last year \$1,724,000 worth of corn was sent out of the State, and \$1,343,000 worth of oats.

"Fruit valued at nearly \$1,300,000 and flax of more than that amount was sent abroad. Among the products of the mines was \$3,000,000 worth of coal, \$2,700,000 worth of lead, \$1,750,000 worth of zinc, and \$800,000 worth of iron.

"Missouri is not a one-crop State. Her wealth comes from various sources, and her resources are many and inexhaustible. With every added comment upon her greatness the reader is tempted to exclaim, 'The half has never been told.'"

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WITH the added wealth of more than \$2,000,000,000 to the country the past year, larger and more liberal estimates will be made to give the teachers better compensation and to secure longer school terms. The people realize that knowledge gives them power. This is well.

It is a great pleasure to us to be able to give so much for so little money. The JOURNAL and the new six-inch Globe—both sent postpaid for \$1.50—the JOURNAL and the \$5.00 map sent prepaid for \$2.00. Certainly every teacher and every individual can now secure these for immediate and constant use, when costing only such a trifle. All sent you prepaid, remember.

ALREADY more liberal ample provision is being made to maintain, extend and perfect our common school system in a large number of States. Estimates for better compensation of our teachers will be made so as to secure those or larger experience and riper culture. People begin to feel that the best are none too good for their children.

We think the people of Missouri will most fully and cordially endorse the views of the *Missouri Statesman*, and for which it is careful to say that "President Jesse is not responsible. Most assuredly the President of the University of Missouri should not neglect his official duties in the institution to go junketing around the country with baseball and football teams."

"And this will be the judgment of the people whose servant he is, and whose sons and daughters are under his charge and tuition."

THE story of the extent and value of the map is only half told on page 7. It can be returned if not perfectly satisfactory. Fill in, sign and send us the coupon orders. It goes express or postage prepaid.

THESE schools are immense mothers brooding over, caring for, instructing, and so saving the children. This mind of the child is never to find a stop. Where is it? What is it worth? Can you measure its on-reaching, on-growing influence?

Yes, the right of appropriation is recognized; a man may take what he likes from the store of literary accumulations, provided only that he shall impart to it some new beauty or utility. That is what authors have been doing from the beginning. Only at rare intervals has an original thinker been turned loose upon our planet. It is all as Lowell said in one of his last poems:

The birds but repeat without ending
The same old traditional notes,
Which some, by more happily blending,
Seem to make over new in their throats.
And we men through our old bit of song run,
Until one just improves on the rest,
And we call a thing his, in the long run,
Who utters it clearest and best.

THE sober fact is that the best of teaching is rewarded only in a partial and doubtful way; the lessons must be taught with particular skill or they will not have any perceptible effect.

THESE teachers kindle rays of light that will remain forever visible on the horizon of history. They establish intelligence, justice, truth, love, safety.

Is it not time that steps were taken to have persons accused of crime,—indemnified if they are acquitted and proved to be innocent? Simple justice demand this, and no people can afford to do a wrong nor tolerate injustice. Let us move in this matter.

THESE teachers train to truth, to obedience, to probity, creating a universal conscience which is the basis of law and of safety.

IDEAS cannot be beaten down nor circumscribed, and this work done by the more than four hundred thousand teachers in the public and private schools is called good or bad according as people lean towards the future or the past. Alone and isolated they may be weak, but we all know there are grand individualities among them who believe in and work for a unity which will yet give them both prestige and power.

THESE teachers, although working quietly, insure for the people an improvement which at once exceeds both their measure and compensation, hence they place but comparatively little value upon it.

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No—it is scarcely possible for blind people to welcome the light—but light is better than darkness nevertheless.

It is said that the Western Union Telegraph Company has cleared \$100,000,000 in the past twenty-five years, and the common people paid it. Why cannot the government do this work and leave this \$100,000,000 in the people's pocket? The government delivers letters and has a surplus of \$5,000,000. Let us have penny postage and cheap telegraphing for the people.

"EDUCATION is the influencing of man, by man, and has for its end to lead him to actualize himself through his own efforts," or seize and work out the highest ideal of a complete manhood. But it is "the influencing of man by man," showing the necessity of the teachers' work.

Omitted Lessons.

BY ANNA C. BRACKETT.

"Hear me my good friends," —SHAK.

As for regularity, the phenomena of day and night, summer and winter, seed-time and harvest that follow in unbroken regularity furnish examples of the Creator's mode of working always at hand. While the curves in which the heavenly spheres sweep their long march, nay, even the irregular regularity of the always one-sided elm leaves, as the children are looking at them in order to learn to distinguish them from the maple with its always double trinity of points, will teach them the same lesson, that God moves not only "in a mysterious way" but in an always regular way in his wonderful works, whether great or small.

And again, before the children are old enough to learn from Milton that "order is heaven's first law," may they not discover it for themselves in their daily lessons? The mica lies in regular plates and the quartz crystals do not vary from their proper number of sides. The cells of the honey-comb are fitted each to each and each in its own place. While the older classes count the number of leaves in the one complete curve round the plant's stem in their perfect order, the little ones can learn how even in the depths of the ocean the organ pipe coral is built, red pillar above pillar; and the fishes even "have their bounds which they may not pass over," whether up or down or from side to side, each being in its own place. In orderly ranks the great mountain ranges crowd themselves in the western continent upon its western side, while in orderly line again, in the vast eastern continent, they run from east to west, and lie upon the southern edge. In its own place the ice floats on the surface of the water and the rocks lie far be-

low. Each thing has its own place, and is found always in that place in the great museum of the Creator as they were called into being in the profound and perfect order of his thought.

As to economy, the phenomena of meteorology are rich in lessons. The rain-drop waters the rose's heart and falls to the earth as the child picks the flower. Running through myriad channels it helps in the flowing spring to quench the thirst of the tired traveler, is exhaled in his breath, floats in the air as a cloud to shade the "white-sleeved row" of mowers in the hay field, and borne by the winds falls in rain into the ocean there helping to carry on the life of the fish, and again tossed up in spray on some far-off atoll to nurse to life some little plant just beginning to clothe the barren coral with vegetation for the use of man. Chemistry is never weary of tracking the elements through all their windings, and showing how the particles, obeying the thought of the Creator, are turned and twisted and made to serve now in this combination and now in that to produce all kinds of results and effects. Is there anything in God's physical universe which is made to serve only one end? Are the trees good for nothing but to supply a hold for the nests of the birds 'that sing among the branches,' or the springs only that the wild asses may quench their thirst? The mountains are manifold in their uses. On their summits gather the snow which feed the spring torrents that clothe the valleys with corn; bear navies to their destination and build and destroy continents for the history of man. On their sides are nourished the pines that are destined to sail the seas and to supply many other article of commerce, thereby forcing man by means of trade to come out from his savage life of dead isolation and rise to civilization and freedom; in their caverns hide the coal and iron without which he were helpless. From their tops blow the cool breezes to invigorate the dwellers in the low lands; cloud-compellers, they force out the rain from their misty folds, and rising in solemn stillness they stand to him who sees as a type of strength and peace which feeds his inner life while they minister to his outer needs:

DRAWING, inasmuch as it teaches observation, makes all natural objects more interesting to young and old; we see beauties in nature which those who have never learned to draw overlook, and we find nothing too humble amongst God's creations to be admired and loved. Indeed, a passion for drawing is sure to teach a love of nature, whether in the form of created being or of the beautiful effects of sky and cloudland. This branch should be taught in all the schools as much as writing and mathematics.

THE sooner children are made to understand that drawing requires as much thought as arithmetic, the better; for the greatest difficulty every art teacher has to encounter is the bad habit of moving the pencil without the guidance of the brain.

THAT safe estimate of added wealth to the country of over \$2,000,000,000 this year certainly means help to the people in every department of productive industry, including some increase of compensation to the four hundred thousand teachers in the United States. St. Louis leads off in this direction, and we hope every city and every school district in the State of Missouri will recognize the justice and propriety of this movement.

Let us give competent men and women in the schools in every State just and adequate compensation for the services they render.

Supervision.

MR. GRASBY, in his very suggestive volume: "Teaching in Three Continents," after noting (p. 154) that "It is the custom of the superintendents of American schools to publish manuals in which are laid down, in exact detail, the work of each grade," adds this significant remark: "The course of study then becomes a work on the method of teaching with definite application. In the case of partially trained teachers this is highly beneficial, and as no good superintendent thinks of confining teachers to the method laid down the plan is a commendable one."

Let all good superintendents make a note of that. In America, as in all enlightened countries, the function of a school supervisor is not that of a task-master or "boss." On the contrary his function in respect of teaching is: To think out, through his opportunity of comparison, the general plan, to suggest clews of methods to the inexperienced teacher; to give kindly stimulus to the relatively indifferent; to encourage the timid; in every case to detect, not so much the faults, as the excellences of methods which are almost certain to emerge from the individuality of the teacher.

Nothing strengthens the individual worker so much in any field as to receive cordial recognition of the positive values in his work. And those values are brought out in full degree only when the individual is conscious of the significance of what he is doing.

The present writer knows of more than one instance where a teacher, pronounced a failure by an undiscerning supervisor, has been raised to a high degree of efficiency by being made aware of her own latent power. With the growth of this power, too, the faults which had been regarded as at once incorrigible and wholly fatal, speedily became reduced to the

minimum or even wholly disappeared.

Of course there are cases of overconfidence and caprice. But such cases are very rare. The vast majority of teachers pass with only too slight a jostle from the prescription of pupillage to unreasoning acquiescence alike in prescribed subject-matter and inditigated method of instruction. To stimulate and guide the individuality of the teacher, not to repress it, is the highest function of the supervisor.

And this highest function must fail hopelessly unless by perfect frankness and singleness of purpose the supervisor wins the confidence and esteem of those under his supervision. If he fail in this his influence, instead of proving an inspiration, must inevitably tend to reduce the vitality, the fundamental, moral tone of every department he touches.

W. M. B.

Intelligence and Morality.

THE first and greatest article in the political creed of America is that *Intelligence secures Liberty*. From the foundation of the American state it is probable that not one really important assembly has failed to emphasize this article of faith. But it is a significant modification of form when it begins to be explicitly asserted that intelligence as developed through public school education secures morality.

And this substantially is asserted in an editorial of the St. Louis *Globe-Democrat* of recent date, under the heading, *Political Personalities*. Along with other significant indications as to marked improvement in recent years in the moral tone of political campaigns, the editorial referred to declares that "This development of popular opinion in favor of clean and becoming political methods is attributable, unquestionably, to the general growth of intelligence and culture. The national character is constantly becoming more critical and exacting in all things. We have considerably elevated the standard of public rectitude in our time, and the operations of politics have to be adjusted to the situation."

Such tribute to the positive moral value of existing educational appliances is the more worthy of special notice because of the more or less widespread disposition to criticize the average public school as conspicuously lacking in its positive moral value.

Of course no one will contend for a moment that the marked advance in moral tone within a generation is due solely to the school aspect of education. No doubt "all things work together for good to them that walk uprightly." And it is not alone in the school, but in the whole of institutional life that the youth of this generation are learning with increasing clearness and precision that to "walk uprightly" means to resolutely do

what one *knows* to be demanded by the inner law of his own being, and to refrain no less resolutely from doing anything that is contrary to that law.

In other words, through all these media there is a general and vigorous growth in clearness and strength of conviction that morality is the necessary complement of intelligence in the actual daily life of the individual if that life is to be really *successful* in the ultimate sense of attaining matured manhood. And it is evident that this growing conviction cannot fail to be exhibited through reflex action upon, and thus result, in the improvement of, all institutions, including the school, as agencies in the further ennobling of the people.

This is a hopeful outlook, and it is justified by the facts.

The Right Ring.

"He cannot but with measure fit the honors
Which we devise for him."

—SHAK.

THE speeches made by President Jesse, of the State University, and by ex-Governor Thomas T. Crittenden, at the reception tendered President Jesse, in Kansas City, the other day, have the right ring in every word, line and sentence reported. President Jesse said:

"* * * I thank you most cordially for your presence here to-night. I have felt that if there is any place in the State where an active spirit is made manifest in the interest of the great University of the State, it is at Kansas City. I have heard that the alumni of the University not only count well in number here, but you measure well also. The alumni is strong in every way for the State University."

"The responsibility cast upon me as President is very great. I claim no credit for what I have done in the past, and hope I may claim none for what I may do in the future. The friends of the University push the work along. I am comparatively a young man, but the veterans of the board of curators have such indomitable energy in pushing the work forward, that I find it very hard for me to keep pace with them."

"We have with us the Governor of the State who sent the first proposition to the Legislature to endow the University. The University can only succeed through the combined efforts of the people of the State. No one man can do it by himself. On the alumni and the press I place my principal reliance. The officers must keep the people at work. If the people are filled with the animation which characterizes those I have met in Kansas City, there can be nothing for us but success." [Applause]

Ex-Governor Thomas T. Crittenden was introduced. He warmly complimented the board of curators because of the wisdom shown in selecting such a distinguished young educator as Prof. Jesse as President of the institution. The ex-Governor said he was done with *old men* for such positions, and thinks the day of veteran leaders is past. Continuing he said:

"I had three children educated at the State University when I was Governor. I did it because I felt it was my duty to sustain the institution of the State. People should send their children to home institutions and stand by the people who elevate us."

"I am for education, the deepest, highest, brightest and strongest education which can be given to any man, woman or child in this country, whether he or she be white or black. I would not only educate the boys, but the girls as well, and if, in the great arena of life the girls outrun the boys, I say God speed them in their pursuits."

"I issued the first message to the State Legislature, giving \$1,000,000 endowment to the State University. I made a mistake by not making it \$2,000,000. Whoever is to be elected Governor of this State, I want him to be a man who favors educational institutions to a large extent, and spends more money for educational purposes than for the prosecution of criminals. *Parsimony toward education is liberality toward crime.*"

Governor Crittenden thinks it is humiliating to the dignity of the State to have the faculty of the University lobbying at the Legislature to secure appropriations. He said that some good men like Gardiner Lathrop and Major L. K. Thacher should be sent to the Legislature, and with the assistance of the alumni all over the State, it would be comparatively easy to have the necessary appropriations made.

The Writers' Club.

"He writes brave verses, speaks brave words."

—SHAK.

THE splendid ovation tendered "The Writers' Club" at the Exposition Building seemed to astonish even the "reporters," who mean to be, and are almost required to be, both omniscient and omnipresent.

They were only a little late and did not hear the appropriate and eloquent introductory address by Prof. W. J. S. Bryan, of the St. Louis High School. He was not "stage struck" at all, but rather inspired with the ovation tendered the Club by the citizens of St. Louis.

The "reporters" who came late, and so missed this rare treat, stated that Prof. Bryan seemed to be "stage struck and forgot his part."

We present the splendid address, delivered in a clear, full-toned voice, with a magnificent intrepid manner that won both attention and applause.

Prof. Bryan said: "This vast building, filled to its utmost capacity with the magnificent displays of industry and skill, of wealth and enterprise; the interested and admiring throngs that hourly crowd the resplendent aisles, viewing with evident satisfaction the gorgeous exhibits and wonderful triumphs of inventive genius and constructive art, that are there presented; the rapt audiences that day after day and night after night, I assemble in this hall to listen to the ravishing strains of music poured forth from myriad silver-throated instruments attuned to perfect harmony by the magic motions of the leader's master hand; the imposing pageant of the Velled Prophet that annually draws to St. Louis countless, eager multitudes, who gaze with delight upon the passing spectacle, amid the dazzling brightness of streets illumined by thousands

of radiant orbs of light, are sensible evidences and voiceful witnesses of the greatness of St. Louis, the metropolis of the Mississippi valley, the lustrous ornament of the grand commonwealth of Missouri, which is the central star in the galaxy of states that form the American Union. But natural advantages of situation and resources, even when supplemented by energy and enterprise, though they may produce material prosperity, cannot cause or perpetuate true greatness of individuals or communities. At best, they may be the setting of pure morality and high intelligence, which are the only sure indication and impregnable defence of an exalted civilization. The importance of the function of the writer in the complicated organism of modern civilization is not to be questioned, for it is vital to morality and intelligence.

"It is the object of the Writers' Club of St. Louis, to bring into closer relation those who toil with brain and pen in the field of letters, either regularly or as occasion or inclination suggests. Contact and acquaintance will produce intelligent appreciation, will encourage and stimulate, and will engender that fine enthusiasm that is born of the association of cultivated minds whose aims are somewhat akin. This organization, though scarcely three months old, has succeeded in directing public attention to the fact that a large number of citizens of St. Louis are engaged in the dissemination of knowledge, in the formation and direction of public opinion, in the entertainment and elevation of their fellow beings through the medium of the printed page. The originators of this movement are themselves surprised to find that the number of those whose writings have been published is so large and includes so many who have taken high rank among the writers of this country, and have obtained recognition in other lands. In order to secure for St. Louis the recognition she well deserves as a literary center, the Writers' Club has been to the expense and trouble of fitting up an apartment in the Gallery of Fine Arts, where are displayed the books written by St. Louis authors, and where a list of the authors known to the committee in charge, or reported to it as requested, is distributed for the information of those who are interested in the literary achievements and reputation of St. Louis and this great valley.

"To the ladies who conceived the design of forming such an association should be extended the gratitude, cooperation, and support of all who believe that honor should be given to whom honor is due, that home institutions should be fostered, and that the talent and enterprise of western men and women should not be disparaged."

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ARKANSAS

EDITION

American Journal of Education.

\$1.50 per year in advance.

S. M. MATHES, Little Rock..... } Editors.
J. B. MERWIN, St. Louis..... }

EVERY teacher in the State should be able to tell what proportion of the \$2,000,000,000 added wealth to the country this year will fall to the share of the good people of Arkansas? We hope the teachers will look into this matter and report fully to the people.

Why Not?

"It was a gentle business and becoming
The action of good women."

—SHAK.

THE *Woman's Chronicle*, of Little Rock, Ark., is doing yeoman service in all directions for "the good, the true, and the beautiful." The *Chronicle* urges with great force and propriety that the general government shall donate the Arsenal grounds in the city of Little Rock to the state of Arkansas for a

SCHOOL OF INDUSTRY

and learning. In thus disposing of the property, the whole state would reap the benefits.

Every county would then take a natural pride in aiding to keep the institution up, and every county would derive some degree of benefit for its own young women and men.

Again, in making other uses of the grounds there would be the necessity of tearing down the buildings now upon the property, whereas, in using it for a state institution of learning nearly all the buildings could be utilized for many years to come, and in that way save the state the immediate expense of building new and costly edifices until the school had grown to proportions requiring it.

By all means let us pray Congress to donate to the state of Arkansas the Arsenal grounds. If the men will not pray, with us let the women pray alone, and surely if we pray earnestly and long enough Congress will listen to our request.

A Citizen Sovereign.

"My powers are crescent, and my auguring hope
Says, it will come to the full."

—SHAK.

ONE of the leading educators in Arkansas, in an address before the State Teachers' Association, told this truth:

WE MUST EDUCATE

and save expense, or pay for the crime and pauperism ignorance produces.

The fundamental law of the state enjoins upon the people to provide a "suitable and efficient system of free schools," and embraces all persons between certain ages. It does not say forty or fifty per cent. of the schoolable children, but all of them—without regard to color, class or condition.

The evidence of this provision is found in the fact that all the children in the state need to be educated. Public interest and private welfare alike forbid that any should grow up in ignorance, unqualified for the duties

and enjoyments of life. Every consideration of public policy and of benevolence demands that every child of the commonwealth should receive a good education. If it is necessary that but one-half of the youth of this State be educated, this constitutional provision is a folly and an extravagance for which there is no excuse or palliation.

The obligation resting upon the educated portion of the state is greatly increased by the nature of our political system, which was so constructed and designed as to promote human happiness, and to protect society against the evils of arbitrary power. The same necessity does not exist where the nobility, educated and trained for the purpose, administer the laws, and in short, discharge all the functions of government, but here, according to our civil policy, every man over 21 years of age, stands erect, in proud self-consciousness, and feels himself to be, not a thing, or a slave to do the bidding of another, but a person, a citizen-sovereign with a ballot in his hand and a crown of intelligence on his brow—the noble birth of a liberal education under republican institutions.

You see, it is *easy* now for every school to have a Map and Globe so as to know all about the "Worlds Fair." Send stamp for circular and coupon order. See page 7.

GET it—our Map and Globe Premium in your school. The directors will pay for them when they see how important and useful they are. If not, get up an exhibition and raise the money to pay for them.

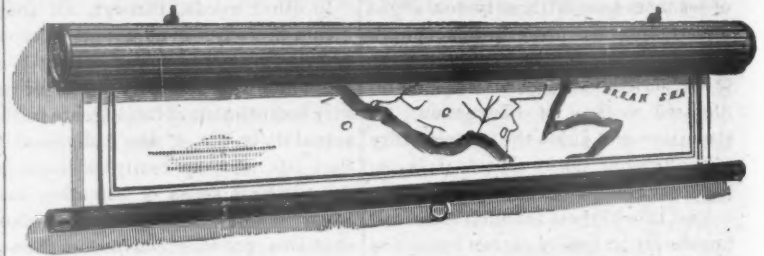
CLIP out, fill in, and sign and send in the coupon orders on page 7—and you, and your friends too, will be surprised that so much can be given for so little money.

WE are glad to call attention to the advertisement of Mr. George W. Brower, of Rochester, N. Y., who has, we think, a greatly improved system of phonography. Certainly any system that will help to simplify the teaching of phonography will be a great advantage to the world. Most of the stenographers are unable to read their shorthand notes. Mr. Brower claims that his system will greatly simplify this important branch of study. We commend it to the careful attention of students who propose to take lessons in stenography and typewriting. This art can be taught by mail, and there is a growing demand for good stenographers all over the country.

There are too many poor ones already. Many children in the public schools should have the advantage of this training, especially those who intend to enter professional life or mercantile pursuits. We advise all parties interested to read the advertisement carefully, and write Mr. George W. Brower, Rochester, N. Y., for further particulars.

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THE mills of Minneapolis are turning out nearly 33,000 barrels of flour per day.

THE Kentucky Equal Rights Association is circulating petitions to be presented to the next Legislature, asking that women may have school suffrage upon the same terms as men. At present it is only widows with children of school age who can vote in Kentucky.

Winter Tourists Rates.

THE Missouri Pacific Railway and Iron Mountain Route have placed on sale winter tourists tickets to points in Texas, Mexico, Arizona and California at greatly reduced rates. Stopovers will be allowed in the States of Arkansas and Texas. For tickets and further information address Company's Agents, or H. C. Townsend, G. P. A., St. Louis, Mo.

California (one way) Excursions.

COMMENCING Tuesday, November 10th, and every following Tuesday during the season, the *Iron Mountain Route* will run through *Pullman Tourists Sleeping Cars* St. Louis to Los Angeles and San Francisco, leaving St. Louis 9:30 p. m. The ticket rate is \$42.50, with additional \$3.75 for double berth through to the

coast. Each car will be in charge of a porter, and an excursion agent will be in charge of the party, and see that every want is attended to. For further information or reservation of berth, call on or address your nearest ticket agent, or H. C. Townsend, G. P. A., St. Louis, Mo.

MANY of our teachers miss success through the lack of the gift of saying things in the most apt and in the best way.

Genius.

BY RALPH WALDO EMERSON.

"— under him
My genius is rebuked."

—SHAK.

GENIUS unexerted is no more genius than a bushel of acorns is a forest of oaks. There may be epics in men's brains, just as there are oaks in acorns, but the tree and book must come out before we can measure them. How many men would fain go to bed dunces and wake up Solomons! You reap what you have sown. Those who sow dunce seed, vice seed, laziness seed, usually get a crop. They that sow wind, reap a whirlwind. A man of mere "capacity" undeveloped, is only an organized day-dream, with a skin on it. A flint and a genius that will not strike fire are no better than wet junkwood.

Organized Play.

The *Literary Digest* (Oct. 31) contains an abstract of an article in *Der Stein der Weisen* (Vienna) on Play as a Part of the School Programme. It is claimed that play ought to be organized as a part of the regular work, so to speak, of the school.

The reason given is that "play creates appetite for work * * * * * benefitting both the physical and moral constitutions" of those engaged in it.

There can be no doubt that the "tone" both of the physical and the moral nature is improved by play in the sense of cheerful exercise. And just as the finest hand-work can be done only when the whole physical organism is working as a unit and working with perfect unison; so the finest mind-work can be done only when the mind is vibrant with energy perfect in "tone" and to which the tense physical being is completely and thoroughly organic. In other words the finest mind-work can be done only during that vivid awakeness called *enthusiasm* and which means that there is such sense of power as that for the time the feeling is as if what one does were but the instrumentation of a god-within (*en-theos*.)

No doubt it is precisely the function of play to bring about just this state of vivid awakeness. And if play is to be "organized" it ought unfailingly to be with precisely this end in view. But in order to the production of this effect the play itself must be characterized by spontaneity. It must itself be an expression of a sense of power. And "organized" play must always be in danger of restricting this sense of power to the organizer and of producing on the part of those who follow direction a sense of helpless submission to an externally imposed power.

This is especially likely to be the case in city schools with their stingy yards and the spikes of the helmets of policemen suggesting the consequences of trying to scale a second and living fence. Here organization is in a certain sense forced upon those who would play; with the result of training most of the children, not only to familiarity with the idea of subordination, but also with the idea of being *subordinates*.

The country school, on the other hand, is like a Greek community in the sense that with such small numbers each individual counts for something of unquestionable significance, of life that and individualism has

freescop for development.

Of course there, too, play must be "organized." But in such case the process of organization is spontaneous and gives wide scope for the individual, who, if discontented with the ruling of the majority, can join any others of like mind with himself, choose another part of the wide grounds, and proceed with the healthy formation of a new "state." It is, indeed, precisely in the simpler forms growth by fission is normal and tends toward higher types.

We cannot but think, therefore, that the suggestion of the organization of play "as a part of the school programme" by teachers, or by any other person above school age (and hence almost certain to be dictatorial), we cannot but think this is far better adapted to develop docile subjects of the Austrian Kaiser than to the unfolding of that aggressive, co-operative individualism, which is considered specially characteristic of the ideal American citizen. Let the children organize their own play. Only give them opportunity and encouragement; they will manage the rest.

Of course we have not forgotten the kindergarten and the manual training school, with the central idea of guid-

ing the play impulse into rational channels so as to render it creative rather than destructive. This is quite another matter. It is rather the method of aiding children and youth to discern this central ethical principle, that *developed power creatively exercised is the supreme condition of the highest joy*. And it is precisely in the untrammelled conditions of his intellectual, moral and physical life in his play that the child, through his experience of this joyous sense of power, is stimulated to choose the creative mode of life, and led toward the comprehension of its full significance.

On the other hand the attempt to "organize play" in the manner suggested can scarcely fail, through prescription, to result in restriction rather than guidance of the play-impulse and thus to induce mechanism rather than freedom of life.

W. M. B.

Yes, we "affirm the good." The pessimists and fault-finders and growlers are to be pitied. We prefer light to darkness, strength to weakness, hope rather than despair. Affirmation is strength to both the mind and body. Negation is death. We "affirm the good."

Our Catechism.

"Say ay and no, to these particulars
Is more than to answer in a catechism."

—SHAK.

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TEXAS

EDITION

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W. S. SUTTON, Houston, Texas.... { Editors.
J. B. MERWIN, St. Louis..... }

OUR premiums sent to you postpaid with the *American Journal of Education*, are a new six-inch Globe with the "game" of *Two Trips Round the World*—and a new political historical commercial map of the United States—just the things needed by every teacher in every school in the United States, by every "Farmers' Alliance," by every reading circle, and by every person who means to keep up and keep posted in "current events." Write for circulars, enclosing stamps for sample copies. See coupon orders on page 7.

A National University.

THE idea of a national university is already familiar to every one who has given any attention to educational interests in America. A new and specially alluring suggestion has recently been offered as to the extent and character of such proposed culmination of all educational appliances in this country.

In the *Popular Science Monthly* for November, Prof. C. Hanford Henderson's views as to the character and prospects of university extension are presented with much clearness and force; and it is in this connection that the new suggestion as to the National University is made.

To Prof. Henderson the question as to the desirability and practicability of the university extension movement is already fairly settled in the affirmative. Perhaps the chief danger to its ultimate, permanent value as an educational method lies in the very rapidity with which it seems fairly certain to be adopted and extended.

How to give the new method a thoroughly organic character, how to secure it against the possibility of financial failure or embarrassment—these, in Prof. Henderson's view, are now the central questions. And both questions appear to him to find their answer in the nationalization of the movement as an aspect of the general government. The official center would of course be in Washington, while the actual working "center" would be in every neighborhood where a class could be gathered for serious work. In other words, for all practical purposes the National University would be everywhere present—coextensive with the nation itself, the National Commissioner of Education (who should then be a cabinet officer) being *ex-officio* the Chancellor.

This suggestion is, indeed, perfectly in keeping with the characteristic tendency of the time. All the intelligence of the present period seems concentrated in the effort to "see what

can be done by way of combination." And it seems already beyond reasonable question that the only real limit to the possibility and the desirability of combination is in this: That the "combination" shall show itself to be thoroughly vital and organic; not mechanical and arbitrary.

As we have a United States, so it has already been proposed that we should have a United Churches of America; and now we have the further suggestion of a nationalization of at least one special feature of educational interests. As we have said, the idea is alluring. Nothing so captivates the imagination as visible unity and symmetry. But for reflective minds there remains the question whether the unity is expressive of any truly organic principle, or whether it is merely mechanical in its origin and mode of development.

In religion, at least, the fact that the essential feature is the personality of each worshipper in relation to the supreme Object of worship, presents grave grounds for objection to any combination beyond an informal, mutually helpful federation of churches, with no actual central authority.

And so in education the individuality of the student is the chief object of concern. The true aim is, not by any exclusive, authoritative uniformity of process to mechanically "mould" the individual mind into a conventional form, but by carefully, intelligently chosen methods, to stimulate and guide the efforts of the individual mind so that it shall grow into increasing rationality of purpose and action.

And now there arises the question whether the multiple State (i. e. the Nation) could really do more or better in aiding the individual in this process of self-development than the unit state (e. g. Maine or Texas) state can do? However much the individual may extend his interests beyond the boundaries of his own state, there can be no reasonable question that all local interests are bound up in the individual. Initially, then, it would seem that the local institution (or State) must invariably be more sensitive as to the direction and quality of the development of the individual than the more remote institution (the Nation) could be.

Besides this (and herein consists another vital point), all the fundamental qualities and powers belonging to the multiple state are possessed in full maturity by the unit state. Missouri, or Minnesota, or Mississippi can do all in kind and quality for the education of the individual that could be done by the national government. And if the treasury at Washington is of greater capacity than that of any single state it is so only because each and every state contributes to the filling of that treasury.

Evidently, then, the total resources in support of the omnipresent Uni-

versity could be no greater if distributed from the national capitol than if drawn from the treasury of the several states. And it would seem that the spirit of local and generous rivalry between the states might well be trusted to guarantee the movement of university extension against the possibility of financial failure or embarrassment; just as local intelligence (and there is no "general" intelligence), stimulated by self-interest, might be trusted to insure for the movement a thoroughly organic character. We incline, therefore, to add our protest to that of the editor of the *Popular Science Monthly* against too hasty acceptance of this seductive suggestion.

The whole question is, in fact, just opening for thorough and detailed discussion. And only through such discussion can the movement acquire a thoroughly rational form, and thus from the first take its place among the factors making for the intellectual and moral improvement of the people.

W. M. B.

Virginia.

"Be sure of this,
What I can help thee to thou shalt not miss."
—SHAK.

WHAT proportion of the \$2,000,000,000 of added wealth to the country this year will go to the OLD DOMINION? The teachers of Virginia need and deserve a more liberal compensation for the good work they are doing all over the State. Mrs. Mary H. Wilkinson, of Cumberland county, writes: "Your 'Aids to School Discipline' are rightly named." Other teachers order the AMERICAN JOURNAL OF EDUCATION for circulation among the school officers in Virginia largely "on account of its positive helpfulness in showing the value of the work done by the teachers," as Prof. Curtis expresses it. In this way and on this line the teachers of all the States are co-operating largely and vigorously in the great work of building better schools and a better school system. We greatly value and appreciate this sort of co-operation, for when a dozen copies of the AMERICAN JOURNAL OF EDUCATION are circulated among the people for a year, it is sure to make from one hundred to one hundred and fifty intelligent, earnest friends of an improved school system and of better schools. Hence the teachers take it and circulate it in every State in the Union.

THERE is abundant reason for *thanks-giving* this year in the bountiful crops with which God has rewarded the labors of the husband-man over all this country.

THE congratulations of the season for a "Merry Christmas" and "A Happy New Year" follow on quickly and properly too. Let us help each in their place and way to the fullest realization of these good wishes.

The Beauty of Morality.

IN another column reference is made to the growing interest in the ethical aspect of education as indicated by recent utterances of the daily press. We have now to note a still further indication of the genuineness of this interest as well as of the extent and depth it has already attained.

The indication especially referred to is in the form of a volume published by Houghton Mifflin & Co., of Boston, under the happily chosen title: *Conduct as a Fine Art*. (12 mo. pp. 149 and 230.)

The volume comprises two essays. The first is by Nicholas Paine Gilman and discusses "The Laws of Daily Conduct." The second is by Edward Payson Jackson and presents in conversational form, as between a teacher and his pupils, a consideration of the various aspects of "Character Building."

These two essays were called out by the offer, on the part of "The American Secular Union," of a prize of a thousand dollars "for the best essay, treatise or manual, adapted to aid and assist teachers in our free public schools" and other nonsectarian institutions "to thoroughly instruct children and youth in the purest principles of morality without inculcating religious doctrine."

The committee chosen to decide upon the merits of the several manuscripts offered found that no one had fulfilled the requirements completely; but that two of them taken together appeared to do so because supplementing each other to a high degree both in matter and in method.

These two essays are the ones comprised in the volume under consideration; and the thoughtful reader can hardly fail to regard the decision as a wise one.

Mr. Gilman's essay on *The Laws of Daily Conduct* is a clear, dispassionate and thoroughly earnest presentation of the fundamental aspects of daily life, yet with careful avoidance of metaphysical subtleties. From its simplicity, its succinctness, and above all from its freshly human quality this essay will prove a delightful revelation to many a teacher who has sought in vain to gather inspiration from the current conventional handbooks on "Moral Science."

On the other hand the reader metaphysically inclined will wonder at the self-restraint repeatedly shown in the essay, where the consideration of conduct in this or that form brings one directly face to face with ultimate questions. But this self-restraint is necessarily involved in Mr. Gilman's plan. He has, besides, given abundant references for supplementary reading; so that the metaphysically inclined reader cannot fail after all to regard as a merit rather than as a defect the

omission of more abstruse discussion from a work intended to be elementary, and hence suggestive rather than exhaustive.

For ourselves, indeed, we feel bound to say that we would be glad to see reference made in such connection to T. H. Green's *Prolegomena of Ethics* and to Lotze's *Microcosmus*, along with the references actually given to the more popular, it may be, but certainly not more profoundly stimulating and instructive works of (for example) Leslie Stephen and G. H. Lewes.

Were it possible for us to do so we would be glad to enter into detail. For the present, however, we must restrict ourselves to indicating that the essay is based upon the fundamental conception of Christian ethics: That all true penalty is essentially nothing else than the necessary logical consequence of deeds done by the individual in contradiction of his own true self (i. e. in contradiction of the changeless ideal nature of man); while all true reward consists precisely in the enriching of the character of the individual through persistent actual conformity on his part to that nature. The working out of this principle is done in a spirit of earnestness and human sympathy as attractive as the style is clear and convincing.

There remains altogether too little space for anything approaching an adequate reference to Mr. Jackson's admirable series of conversations between Dr. Dix, "Principal of the Freetown Academy," and "his pupils," (of both sexes.)

The dialogue form is skillfully handled and its flexibility gives free play to a fine balancing of contrasted aspects of morality; through which balancing the self-destruction involved in following any evil course of conduct is brought out vividly as the true reason why such course ought not to be pursued. *The good is the self-consistent, hence constructive; evil is the self-contradictory, hence destructive.* This, we think, might be taken as the clew to the significance of the whole series of conversations—in fact, as we have already intimated, it is the clew to all true ethical doctrine.

Here again it is impossible to speak in detail. We can only refer in a single word to the highly effective treatment of *courage* in conversations V to XIV inclusive; where the sophism that goodness somehow coincides with weakness, and recklessness with superior ability, is allowed to run freely the natural course of its own fatal dialectic. There are fine touches all the way through. The tone is thoroughly healthy and the conclusion altogether sound.

For a quarter of a century ethical problems have been receiving a greater and greater proportion of the attention of thinking men. From a period of overwhelmingly predominant in-

quiry into the Laws of Nature we are already living into a period of inquiry prevailingly directed to the discovery of the Laws of Human Nature. With the modern ideal of universal education, together with its corollaries—the printing press, the telegraph and the railway—such transitions take place rapidly. The child is the primitive man. Through the aids of the family, the school, the State, and the Church, he lives thousands of years by the time he reaches maturity, and thus becomes a truly 'modern man.' That is the explanation of the sibylline utterance:

"Better fifty years of Europe
Than a cycle of Cathay."

The truth which, a few years ago, was discerned clearly by only a few of the wisest among living men, the truth, namely, that after all the science of nature, with all its splendor, is but the primer to the science of man—This is already entering into the very fibre of the intelligence of all earnest men. The increasing attention of the daily press to this subject, as well as the issue of such volumes as the one under consideration, serve first, to mark the rising tide; and secondly, to give it clearer definition.

W. M. B.

Our New Globe Premium.

"We the Globe can compass soon,"
—SHAK.

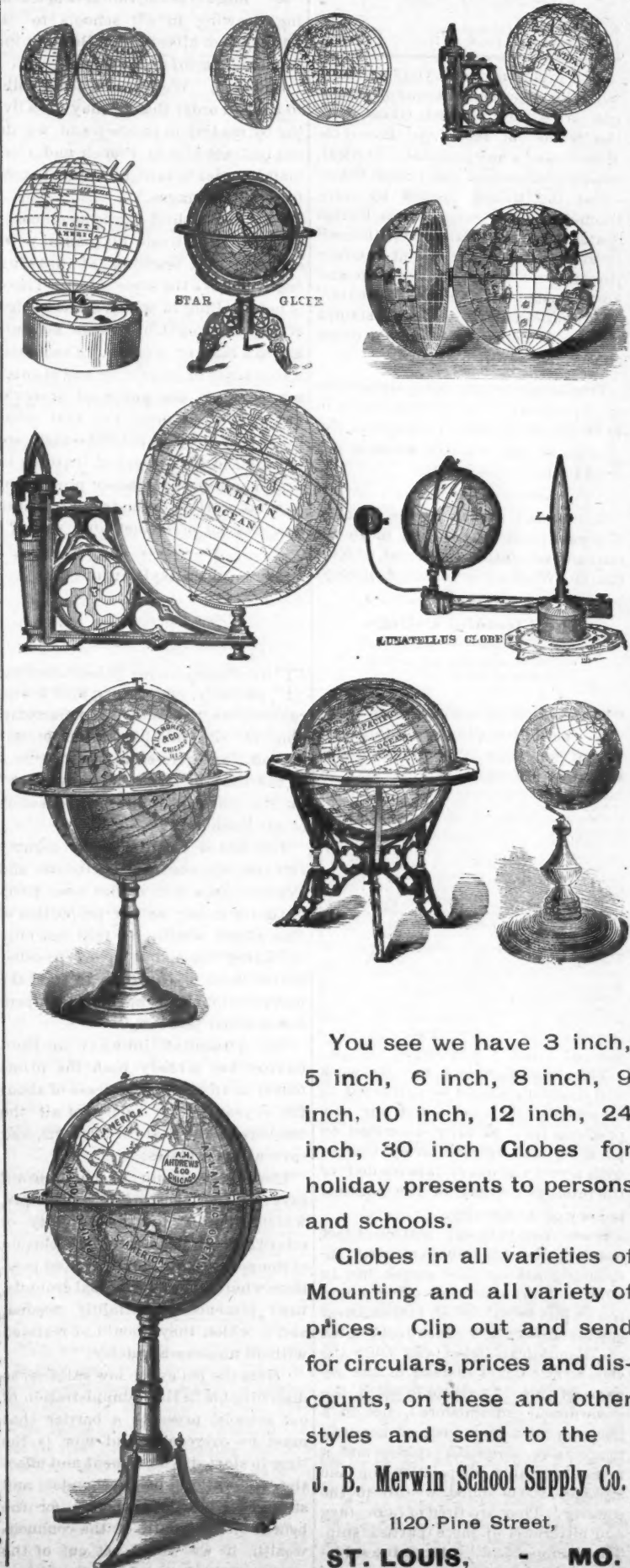
OUR New Six-Inch Globe Premium—sent free, we hope will go into every family in *your* school district. With a little effort it can be put into every family as well as into every school. We have already increased the average compensation of our teachers, about *twenty dollars per year* by the circulation of the AMERICAN JOURNAL OF EDUCATION.

We want *now* to help increase the length of the school term. If our teachers will follow the advice given in the address of Mr. G. A. Carnahan, of Ohio, this desirable result can be accomplished. All the teachers, the older pupils and all the school officers will want and will take our "New Premium Six Inch Globe" when you call their attention to its value in the home and in the school.

We can send it by *mail*, postpaid, direct to you at once. You send us "the coupon order, we do the rest." When people read *this JOURNAL* they become interested in all the great work our teachers are doing and cheerfully and promptly provide the means to sustain, extend and perfect school system. The circulation of *this JOURNAL* insures these results. This has been proved and demonstrated over and over again about *one hundred and fifty thousand* times.

DID you notice the Catechism on page 7. If so, did you read page 14? If so, did you sign and send in the coupon orders?

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THE census returns for 1890 show the total property of the United States to be \$62,610,000,000. That makes the wealth of the country average per head to the people \$1,000.

THE added wealth to the country this year proves to be, from more recent and careful data gathered, \$2,000,000,000. Whata year for thanks-giving.

The Electoral College.

"By the election may be truly read
What kind of man he is."

—SHAK.

THE following table gives the number of votes in the electoral college of each state in the Union under the latest apportionment:

Alabama.....	11	Nebraska.....	3
Arkansas.....	8	Nevada.....	3
California.....	9	New Hampshire.....	4
Colorado.....	4	New Jersey.....	10
Connecticut.....	6	New York.....	36
Delaware.....	3	North Carolina.....	11
Florida.....	4	North Dakota.....	3
Georgia.....	13	Ohio.....	23
Idaho.....	3	Oregon.....	3
Illinois.....	24	Pennsylvania.....	32
Indiana.....	15	Rhode Island.....	4
Iowa.....	13	South Carolina.....	9
Kansas.....	10	South Dakota.....	4
Kentucky.....	13	Tennessee.....	12
Louisiana.....	8	Texas.....	15
Maine.....	6	Vermont.....	4
Maryland.....	8	Virginia.....	12
Massachusetts.....	15	Washington.....	4
Michigan.....	14	West Virginia.....	6
Minnesota.....	9	Wisconsin.....	12
Mississippi.....	9	Wyoming.....	3
Missouri.....	17		
Montana.....	3	Total.....	444

The electoral college and its work and functions should be explained in all schools. This table and our new premium map, so fully described on page 14, will furnish every teacher with a vast amount of data needed for the intelligent study of the political history of the country.

Some non-partisan matter-of-fact patriot pricks the bubble of party inflation by asking if the people not in office and not expecting office would not be just as well off if, in the contest the other day, New York had elected the Republican ticket and Ohio the Democratic ticket instead of the reverse of this. The people want the government administered, not in a partisan, but in a just, economical, progressive, christian spirit, and a more equitable disposition of the \$2,000,000,000 of added wealth to the country. They are tired of fume, fury and bitterness of mere partisanship. The "independent" voter is the salvation of the country.

Drawing.

"Have you the picture of it?"

—SHAK.

THERE is a clear, clean out statement of the advantages of teaching drawing in all schools to all pupils, from Miss Sophia Beale in the *London Journal of Education*.

She says, "We do not teach a child to read in order that he may get a living by reading in public; and we do not instruct him in French and German in order to turn him into a professor of languages.

"All that a child learns at school is intended to cultivate his mental powers, and the teaching of drawing ought to have the same object. There is not a calling in which a knowledge of drawing would not be an advantage to a man or woman. Exactness, a true sense of proportion and of form, a correct eye, the power of observation so strongly developed that nothing is passed by unnoticed—such are some of the advantages of learning to draw; and in what trade or profession, in what craft or industry, are these qualities not of incalculable value?"

Pennsylvania.

"More is thy due
Than more than all can pay."

—SHAK.

THE *Pennsylvania School Journal* properly, vigorously and wisely rebukes the "low salaries so discreditable in the administration of our schools," and goes on to say that "now is the time to start the movement" for the more adequate compensation of our teachers.

The added wealth to the country this year will exceed \$3,000,000,000, and Pennsylvania will realize over \$200,000,000 of money as her proportion of this added wealth, so that not only in Pennsylvania, but in all the other States "now is the time to start the movement for more adequate compensation of our teachers."

THE AMERICAN JOURNAL OF EDUCATION has already been the prime mover in an average increase of about \$20 a year to the salary of all the teachers in the State of Missouri, and several other states.

The *Pennsylvania School Journal* says: "The low-salary principle, which appeals to the cupidity of school officers, has led to the exclusion of competent male teachers from positions where, upon educational grounds, their presence is certainly needed, and to which they should be restored without unnecessary delay.

"Here the policy of low salaries, so discreditable in the administration of our schools, presents a barrier that must be overcome, and now is the time to start the movement and effect the restoration of a sounder and stronger educational policy for the benefit of the youth of the commonwealth, if we would get out of the common schools the highest and best

results of which they are capable."

"The munificent appropriation of five millions of dollars a year to these schools will now enable school controllers and directors to determine such adequate compensation as will bring the ablest and best men into the teaching ranks. It will give to our schools an influence and strength and high standing which they lack or have lost; and, in being restored, it will assure to them the respect and confidence of the public to a degree never before known. This restoration in teaching force and functions and compensation will carry with it also a demand for higher qualities and more liberal education on the part of the female teachers, and an award of better pay for the better service it will then be in their power to render.

"We do not believe in low salaries for female teachers 'Equal pay for equal service,' regardless of sex, is with us a principle, one that cannot be gainsaid or successfully controverted, except upon the miserable pretense, which should be scouted by every fair-minded man, that the supply is greater than the demand, and that a woman does not require as much money for her own support or to meet the wants of those whom Providence has made dependent upon her efforts.

"To school directors we would say, 'Be just and fear not.' Do right by those in your employ, and public

opinion will sustain you. At any rate you have satisfied your own judgment, and earned the approval of your own individual and official conscience. What higher reward could be asked or desired?"

Twelve Hours Saved.

BY special arrangements the Burlington Route is now able to transport passengers from St. Louis to all California points in twelve hours quicker time than heretofore. The through vestibule train leaving St. Louis daily at 8.15 p. m., makes connection at Denver with a daily through train, via Ogden, California, saving 12 hours over old time. This train carries tourist sleeping cars from Denver to Portland, via Sacramento, for second class passengers. The morning train, leaving St. Louis at 8.25, arrives in Denver the second evening, making connection with all night trains for the west. Round trip tickets are now on sale to all winter tourists points in the west. For further information and rates apply to the city ticket office, 213 North Broadway.

WE do not give "something for nothing" nor attempt to do this, but you do get a great deal for your money when you sign and send in the 'coupon orders' properly filled out on page 7.

TOOLS TO WORK WITH.

Will School Officers as well as Teachers

Please remember that the most eminent, experienced and practical educators we have, say it is a fact that with a set of Outline Maps, Charts, a Globe and a Blackboard, a teacher can instruct a class of twenty or thirty more effectively and profitably, and do it in less time, than he would expend upon a single pupil without these aids.

In other words, a teacher will do twenty or thirty times as much work in all branches of study with these helps as he can without them—a fact which School Boards should no longer overlook.

Teachers owe it to their pupils, to their patrons, and to themselves, to secure every facility to accomplish the most work possible within a given time. These facts should be urged until every school is supplied with

BLACK BOARDS, all around the Room.

A Set of Outline Maps,

A Set of Reading Charts,

A Set of Writing Charts,

A Set of Physiological Charts,

A Globe, Crayons, Erasers, &c., &c.

Blackboards of slated paper that you can hang up for the children at home, or blackboards put on to every square inch of surface in the school room are cheap and of great value for drawing and for illustrating the lesson. The best surface, that which has been tested for years, never failing to give entire satisfaction, is the HOLBROOK Liquid Slating.

Hon. S. R. THOMPSON, late State Supt. of Public Instruction of NEBRASKA, writes as follows: "The Slated Paper ordered for blackboards came promptly to hand. It is admirably adapted for the purpose—in fact it is all that can be desired—for a BLACK BOARD.

Prof. A. B. CRUMP, of Pine Bluff, Arkansas, in a recent letter says: "I bought of you last year, slated paper for Blackboards, and found it to be just as you recommended it. Please fill the following order, etc. I could not do my work without plenty of

Blackboards,

and your slated paper exactly and fully fills the bill."

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Short of Funds.

"Immediate are the needs, and the relief
Must not be tossed and turned."

—SHAK.

THE educational statistics from the census returns produce some interesting figures. The totals show that there are in the public schools 361,273 teachers and 12,563,894 pupils. Commenting on the figures, the *Independent* says: "Our public schools have not yet reached a state of perfect development. There is hardly a State in the Union where the supply of funds provided is at all adequate to secure well-trained and efficient teachers. This is a point that cannot be too strongly emphasized. It is particularly true of the South, where the funds furnished by the State are barely sufficient in some cases to provide free education for a period of three months. Where schools are kept open for a longer period in many parts of that section, it has to be done by private subscription. Great results cannot be expected where the system is so imperfectly developed. But we are glad to find evidences of a vast improvement in public school attendance in these States in the last ten years. In Alabama, Mississippi, South Carolina and Texas, the percentage of gain in the public enrollment since 1880 has been three times the gain of their population; in Georgia it has been more than twice, in Tennessee four times, and in Virginia six times. In no one of the Southern States has there been any decrease in enrollment. Even in Louisiana, where the population increased nineteen per cent., the gain in public school enrollment has been more than fifty-three per cent. These, we say, are favorable indications, showing that the people of the South have become awakened to the importance of extending the public school system. We may reasonably expect a much greater advancement in the next decade."

SEE coupon order on page 7.

A Good Move.

"He pays you as surely as your feet hit the ground
They step on."

—SHAK.

NEWSPAPER publishers, and people who read newspapers—and that means about fifty millions of our population—will rejoice in the realization of this new form of

MAIL REMITTANCE.

It is proposed, in order to do away with loss, delay, annoyance and insecurity of the use of postal notes and money orders, to issue cards in shape like postal cards, and to be used in the same way. There might be 10-cent, 25-cent, 50-cent and \$1 cards, odd sums to be made up by affixing stamps. They could be bought singly or in quantities, and precise sums could be indicated by the sender at his convenience. Thus, repeated journeys to the postoffice and delays at the window would be avoided. These cards are to be addressed on the face precisely like postal cards, and on the reverse they read in the form of an order to the postmaster at the town of destination to pay the sum named when the payee's name is signed below.

School Room Hints.

EDITOR AMERICAN JOURNAL OF EDUCATION:—Among the interesting matter in the JOURNAL I find "School Room Hints" in a late issue especially interesting and instructive as well. Every teacher should have a scrap book, and when so good a thing as that list of twenty "hints" is found, it should be transferred to its pages and kept handy for reference.

The last hint of the list is not the least, by any means. "Correct all errors in English speaking that you notice," is most assuredly reasonable in these days. It would be difficult to find the Athenian among us who would be recognized by the purity of his language. Errors are noticeable almost everywhere, even upon the pages of our best magazines, as well as in the teachers who say "I hain't got no time to attend the institute."

And now, my dear author of the "Twenty Hints" (a lady, I feel assured), how about the English of "Try and make the children polite to each other?" That conjunction, I know, is a sly little elf that sometimes creeps into the sentences of similar construction of some of our best writers. But would it not be better to hunt it out with the preposition "to?"

One more hint might be added to the list, or the entire list interlined with the injunction, *Read the Newspapers!* The printed page is the great educational lever of the age. The teacher who attempts to do without its aid is sure to be caught stumbling. As a rule, our teachers constitute as intelligent a class as we have in this very enlightened country. A fair amount of general information is presupposed by all the profession; but as evidence that all do not come up to the requirements of the times, it is only necessary to state that not long since an intelligent community was

surprised by their teacher telling his pupils, in a talk on general information, that our country was going to hold a World's Fair in two years from now, but the last time he had read about it, the place of holding it had not been decided upon! And this is the autumn of the year of our Lord one thousand eight hundred and ninety-one!

Verily, there be those whom to get the twenty, or any number of educational hints to, it will be necessary to follow the Frenchman's advice in administering the flea powder: "First, catheze flea," etc., etc.

H. C.

An Occasional Spice.

"Doth think it rich
To hear the wooden dialogue."

—SHAK.

IN figures of speech, three stand forth stars, of the first magnitude: the climax, the simile, and the metaphor. The first is invaluable in strong discourse, the second and third give precision and beauty to all thought and speech. Dry facts, rules and laws must be learned; but give to your language class an occasional spice.

Select some day to be devoted to journalism. Treat each pupil as if you were the editor of the "Go-ahead Times," or some other local paper of more euphonious name, and let your class be your staff. To one say, "The corner-stone to the B. C. Church will be raised this A. M.; be there and let me have a description of five hundred words." Let another reduce a half column to fifteen lines. Dispatch a third to a picture gallery, a fourth to a mill, another to a public library, let another write the current events, review a book. Vary by giving a lecture, and all take notes. All this may be served up into a dainty dish.

Here in the high school the character of the work in lower grades is manifested; the seeds sown by teachers in lower grades begin to bear fruit, the character of which is determined by the love or the hatred of the work. All thinking, talking, and writing is practically done in words, language, which is the most powerful instrument in determining man's character. Why should language not be paramount? You will get, in all this, tests of spelling, grammar, the use of capitals and a host of other illustrations of the progress—or lack of progress—your pupils are making. You may be astonished as much at what they can do as what they cannot do.

We received over one hundred and fifty invitations to speak in Missouri on Library Day, in behalf of school libraries. This, itself, shows how wide spread the interest was felt in this matter of better reading for the children and the people. Let us keep up the agitation of the question until every school in the district has secured a library.

SEE coupon order on page 7.

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? ? BUREAU, NEW YORK.

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The Bureau has the use of all the great libraries of New York—Astor, Mercantile, Lenox, Law, etc.; and also of a number of private libraries devoted to special subjects. Therefore, any knowledge that can be obtained from books is at its command. The use of trained searchers, employed by the Bureau, enables it to undertake the most complete and laborious investigations.

If you want to know anything, from how to introduce a bill in Congress, to the date of the great London fire, the Bureau will give you an answer.

It will tell you how, and where to sell a poem, play, novel, story, or piece of news. It will inform you what anything will cost and where it can be obtained. It will give you the names of reliable parties who will procure, or sell a patent for you, or organize a Stock Company; or obtain capital to develop your Mine, Invention, Factory, Land Co., or Mercantile business, or find a partner, with capital for you; or secure you loans on your securities, or sell city, county, or other bonds. In fact it will give you information on any subject, from Architecture to Zoology.

All queries are considered confidential.

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THE FEE FOR ANY ORDINARY QUESTION THAT CAN BE ANSWERED BRIEFLY, AND WITHOUT ANY SPECIAL OR EXTENDED RESEARCH OR INVESTIGATION, IS 25 CENTS.

If it be found that the cost of answering a question exceeds the 25 cents (by reason of the special labor and research required) an estimate of the extra fee necessary will be mailed at once. It will then rest with the correspondent to advise the Bureau whether he wishes to incur the additional expense.

Estimates will not be made, nor any question replied to, unless the 25 cent fee accompanies each question.

Remit, with Question, 25 cents in Stamps or Postal Note. A quarter in silver, if wrapped in paper, may be safely sent in a letter.

Address
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An Inspiring Teacher.

"With hidden help and vantage."

—SHAK.

THIS is a good thing to go on record:

Of James Russell Lowell the following anecdote is told by a Harvard graduate in the November *Scribner*: The last time I spoke to him was on his seventieth birthday. A public dinner had been given him, and in the speeches his public life and works had been rehearsed from beginning to end. But not a word had been said of his teaching. After dinner I told him this omission had meant much to me; that to me he would always be chiefly the most inspiring teacher I had ever had. His face lighted with the old quizzical smile, and I could not tell quite how much he was in earnest, when with all the old urbanity he answered: "I'm glad you said that. I've been wondering if I hadn't wasted half my life."

YOUR friends too, will be interested in looking over page 7 and our coupon order; "giving doth not impoverish," these directions you know

GOOD NEWS
FOR THE MILLIONS OF CONSUMERS OF
Tutt's Pills.

It gives Dr. Tutt pleasure to announce that he is now putting up a

TINY LIVER PILL

which is of exceedingly small size, yet retaining all the virtues of the larger ones. They are guaranteed purely vegetable. Both sizes of these pills are still issued. The exact size of

TUTT'S TINY LIVER PILLS
is shown in the border of this "ad."

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Search Questions.

BY PROF. J. A. SHEDD, IN COMMON SCHOOL EDUCATION.

SUGGESTIONS:—Copy these questions on the blackboard. Tell pupils to search for the answers, asking their parents and friends to assist them. Place a box having a slit in the top and labeled ANSWER BOX in a convenient place. Request the pupils to write their answers on slips of paper, writing at the top of the slip, "Answer to Question No. 1, etc.," and to place the slips in the box. Appoint a time in which to read the answers and to discuss the questions. Prepare another box labeled SEARCH QUESTION BOX. Encourage pupils to find new questions with which to fill this box.

1. How long was Columbus in crossing the Atlantic?

Columbus in his first voyage of discovery was 69 days in crossing the Atlantic.

2. What country has neither a theatre nor a prison?

Iceland is without a theatre or a prison, there is no such office as sheriff, the country owns no cannon and military drill is an unknown science.

3. What is the Gibraltar of America? Quebec, both from its natural and artificial fortifications has been rightly called the "Gibraltar of America."

4. How many miles of telegraph wire are in use in this country?

Over a million miles of telegraph wires are in use in the United States, enough to encircle the whole world 40 times.

5. Who was the "Little Magician?"

President Van Buren was called the "little magician" from his adroitness in political management, the readiness with which he made friends and avoided making enemies.

6. What is the history of Arithmetic? Arithmetic was an Egyptian art; it was introduced into Greece from Egypt about 600 B. C.

Euclid's work upon arithmetic, issued about 300 B. C., is the oldest treatise upon the subject. The Arithmetic of decimals was invented just ten years before Columbus discovered America.

7. What world renowned song was written by an actor?

"Home, Sweet Home," was written by John Howard Payne, who commenced his stage career when but seventeen. When twenty-one he played in the noted Drury Lane theatre, and for 20 years he was either an actor or theatrical manager. In an

attle in Paris he wrote his noted song; in one year 100,000 copies were sold. He died in Tunis, where he was United States consul, in 1852, aged 60.

8. What else can you tell about him?

THE great offer on page 7 is specially attractive and important in view of the elections in 1892. One cannot afford to miss the information this map gives. Send in the coupon orders.

GIVE us penny postage, and free delivery to the farmers, too. It is said that the post office revenues for the year ending June 30, 1891, were \$65,931,785.

The Best Description.

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—SHAK

THE best description of a thing is the thing itself—then a concrete model of it—then a picture—and last of all (certainly the last with young children), a statement in words. Pictures—how strongly they appeal to all of us! How clearly, vividly, concisely they tell their story to us—and in a language intelligible to all nations alike, and which all children so quickly learn! And not only do children quickly learn to understand this picture speech, they will freely and gladly use it to express their own ideas, if the smallest help and encouragement be given them, or even without any encouragement. Of course you cannot understand a child's picture speech at once, any more than you can his other utterances. You must study it and learn it. It is not very hard, and it is intensely interesting; and, moreover, it will enable you to learn more about the contents of a child's mind than any other plan whatever.* Indeed, drawing is a means of expression, and as a definite test of definite knowledge, is of the highest value all through school life, and long after this period as well. If I want any one to tell me what a plant or flower is like, I value two or three little drawings of it infinitely more than pages of words—very nicely put together, no doubt, but seldom definite and full enough to enable me to draw the thing they describe. Of the value of drawing—or as we generally call it, *graphic representation* or *picture-paraphrasing*—in the teaching of literature, we have spoken so often that here I need only refer to it.

*One thing in particular in this study of childish drawing will teach you—that it is quite as possible, in pictures as in verbal statements, to present what is beyond the child's power to understand and to appreciate. You may, in fact, very easily be too artistic for a child.

THE idea that shooting men by the thousand is any less assassination than shooting one in a neighborhood quarrel is absurd; but we have been slow in getting this sentiment. We see no crime incorporated into our methods of dealing with nations.

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WASHINGTON

D. C.

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American Journal of Education.

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ERIAH BONHAM, Washington, D. C. | Editors
R. MERWIN, St. Louis.....

Plenty of Money.

"They say, if money go before,
All ways do lie open."—SHAK.

MR. CHAUNCEY M. DEPEW—good authority—reports that there was taken to Paris during the exhibition season from the outside \$300,000,000. When the Fair was over and the accounts were made up, it was found that there was in the banks of Paris \$60,000,000 more than had been there before. This represented the net profit to the merchants and artisans of Paris from the Fair. The other \$40,000,000 was distributed all through France—to her farmers, her railways, her merchants and her manufacturers. Chicago expects to do still better than this, for the estimates there of men qualified to judge place the profits of the Fair at \$500,000,000.

Teachers and all others will not only want to visit Chicago, but they will want to know all about those who come from other countries, and how they reach here.

THE Watertown, Mass., School Board has appointed a principal for their Manual Training School at \$1,000. The evening schools opened October 5.

THE Milwaukee School Board is considering a resolution by which the cooking schools will be open evenings, thus enabling girls to avail themselves of its privileges.

Memory Gems.

"I'll note you in my book of memory."
—SHAK.

No. 1.—

Whatever it be, it seems to me
'Tis only noble to be good;
And hearts are more than coronets,
And simple faith than Norman blood.
—Tennyson.

No. 2.—Constant activity in endeavoring to make others happy, is one of the surest ways to make ourselves so.
—R. W. Emerson.

No. 3.—Kindness will always do good. It makes others happy—and that is doing good. It prompts us to seek to benefit others—and that is doing good. It makes others gentle and benignant—and that is doing good.—
Albert Barnes.

No. 4.—There is no dearth of kindness in this world of ours;
Only in our blindness we gather thorns for flowers.
—Gerald Massey.

No. 5.—There is nothing so kingly as kindness.—
Alice Carey.

No. 6.—Words of kindness we have spoken
May, when we have passed away,

Heal, perhaps, a spirit broken,
Guide a brother led astray.

—J. Hazen.

No. 7.—Kind words, kind looks, kind acts, and warm hand-shakes,—these are means of grace when men in trouble are fighting their unseen battles.—
John Hall.

No. 8.—Kindness to the wronged is never without its reward.—
Whittier.

No. 9.—A good deed is never lost; he who sows courtesy reaps friendship; and he who plants kindness, gathers love.—
Basil.

No. 10.—She openeth her mouth with wisdom; and her tongue is the law of kindness.—
Solomon.

No. 11.—Add to your faith, virtue, and to virtue, knowledge; and to knowledge, temperance; and to temperance, patience; and to patience, godliness, brotherly kindness; and to brotherly kindness, charity.—
Paul.

No. 12.—Let our object be, our country, our whole country, and nothing but our country. And by the blessing of God, may that country itself become a vast splendid monument, not of oppression and terror but of wisdom, of peace, and of liberty, upon which the world may gaze with admiration forever.—
Daniel Webster.

Books and Magazines.

AN invention that bids fair to work a revolution in printing, namely, TYPE-CASTING MACHINES, will be described in the December *Popular Science Monthly*, by P. D. Ross. A cut of each of the two forms will be given. These machines are used by several of the largest newspapers in the United States, and have been ordered for a number of others.

THOUGHTS ON EDUCATIONAL PSYCHOLOGY, by Wm. T. HARRIS, L.L. D., U. S. Commissioner of Education, Bloomington, Ill. The Public-School Publishing Co., 1890.

This pamphlet of 77 pages does not profess to be an outline of psychology, rather it is a series of reflections on the essential questions involved in psychology. It presents in fact, a clew to, and many important suggestions in, the metaphysics of the subject.

The special feature of the series is that part devoted to "The Logic of Sense-Perception;" in which one is reminded of the physiological hypothesis (as Mundt puts it), that in the arising of sense-perception there is involved an unconscious logical process.

Of course when it is said that "in its most elementary forms one may readily find the entire structure of reason," it is not intended to mean more than that the functions of thought are present impliedly in the less adequate modes of intelligence. Not only so, but (as we are explicitly reminded) the syllogistic forms involved in sense-perception are not of the highest; so that "the modes of syllogism ordinarily used by sense-perception" "deduce only possible or probable knowledge at best."

Some brief indication of what is attempted by modern investigators in the field of physiological psychology is given, together with the names of the chief authorities. In which connection we are glad to see specially mentioned Professor Ladd's *Elements of Physiological Psychology* (reviewed in this Journal, 1890.)

Altogether the suggestions contained in this pamphlet will be stimulating and helpful to teachers in general and especially to teachers of psychology.

In the December *Forum* Sir Edwin Arnold will have a description of a "Day with Lord Tennyson," describing the home life of the Laureate, with many incidental criticisms of his works. In the same number Frederic Harrison will have a paper to show why the whole system of modern education is built on a wrong basis.

OUR friend Col. Wm. R. Dougherty, Ex-Warden of the Missouri Penitentiary, has written and published a valuable book entitled "The Lights and Shadows of Society." Carved

as it is, out of a large, varied and vital experience in dealing with the criminal classes, its words of warning and wisdom, its plea for the "neglected members of society," commends it alike to the parent, the teacher, the tax-payer, the reformer, the legislator and the minister.

It is a book which ought to go into all school-libraries in this and other States.

Col. Dougherty not only points out the causes of, but the remedies for crime. He advocates both compulsory school attendance and compulsory labor.

The work is divided into 24 chapters, and appropriately dedicated to Hon. John Wannamaker, who has always contributed so generously of his wealth to reclaim the fallen, and so has proved himself to be "a benefactor of his race."

LEE & SHEPARD send us a beautiful calendar for 1892. Not only exceedingly useful, but every month illustrated by gems of art as varied as the attractions and productions of each successive season. The retail price is only 50c.

THE STARS still continue to be objects of interest to dwellers on the planet earth, and more and more as perfection in telescopes is approached. But even with a good instrument the aid of the printed page is necessary to the amateur astronomer. **THE SIDERAL MESSENGER** is a monthly which gives the current news from the (visible) heavens in a most interesting way. It is edited by an expert, W. W. Payne, of the Goodsell Observatory, Carleton College, Northfield, Minn.

"**THE Century Dictionary**," is at last completed; the sixth and concluding volume is finished. The work contains about 500 more pages and 2,000 more illustrations than were originally promised.

MR. RICHARD WATSON GILDER is about to publish a new volume of verse, to be entitled "Two Worlds, and other poems." Of the fifty poems included only fifteen have been published.

It is understood in London that Mr. Ruskin intends to appoint Charles Eliot Norton, of Boston, as one of his literary executors.

THE business of E. H. Butler & Co. and of Cowperwaite & Co. has been consolidated, and will hereafter be conducted under the firm-name of E. H. Butler & Co., with Philadelphia office at 220 and 222 S. Fifth Street.

"**GIVE me some white dirt**," said a small embryo artist boy, a neighbor of ours. I do not want black dirt to play with, I am going to have white dirt to play with.

This shows the reason for the publishing of the "*Chicago Clay Journal*."

Think of the fact that dirt has come to be so valuable that it must have a journal to represent it, and the "*Chicago Clay Journal*," does this most admirably.

In fact, a good many things are made out of clay, or white dirt. It is said that the first man was made out of the "dust of the earth." So clay comes to be very important material in the world, and the "*Chicago Clay Journal*" proposes to represent the best things that can be done with clay, with brains and hands to shape it into use and beauty.

We shall be glad to get subsequent copies of the "*Chicago Clay Journal*," and we are glad to commend it.

Gold in the World.

"Gold—
Yellow, glittering, precious gold."
—SHAK.

THE Bank of England, which is the great depository of bullion in the realm, holds at ordinary times in its vaults \$125,000,000.

The Bank of Germany holds \$200,000,000 of bullion in gold and silver.

The Bank of France usually holds \$475,000,000.

The United States holds in the Treasury and in the various national banks somewhere about \$700,000,000 in gold and silver.

The increasing wealth in the various nations is somewhat remarkable. During the last ten years the Bank of France has more than doubled its reserves. The Bank of Germany in 1881

SORE THROAT

Bronchitis, colds, coughs, asthma, and even consumption, in the early stages, yield to **Ayer's Cherry Pectoral**. Singers, actors, auctioneers, public speakers, clergymen, teachers, lecturers, and all who are liable to disorder of the vocal organs, find a sure remedy in this wonderful and well-known preparation. As an emergency medicine, in cases of croup, whooping cough, etc., it should be in every household.

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And Bronchitis

It seemed as if I could not survive, all the usual remedies proving of no avail. At last I thought of Ayer's Cherry Pectoral, and after taking two bottles of this medicine I was restored to health."—Chas. Gambini, Smith's Ranch, Sonoma Co., Cal.

"There is nothing better for coughs than Ayer's Cherry Pectoral. I use no other preparation."—Annie S. Butler, Providence, R.I.

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held about \$140,000,000; in 1889 it held \$180,000,000.

In June, 1876, the amount of gold coin and bullion in the United States Treasury was only \$75,000,000; in 1889 it had risen to over \$300,000,000. In the various national banks it stood at \$3,000,000; it has risen to \$80,000,000. In silver there is still more remarkable increase.

It will be observed that among the above England stands the lowest on the list. This can be accounted for in two ways. There being no issue of notes under the value of \$25, it necessitates an immense quantity of gold being kept in circulation.

Secondly, the commerce of Great Britain with other countries being so enormous, and its lending powers so great, a perpetual drain is the inevitable result. Russia, Italy and Spain have little or no financial influence. They are constant borrowers from more wealthy nations, but lenders never.

We cannot tell how long the offer on page 7 will last. Thousands of these maps have been ordered and sent out already and all who have received them are pleased with them. Fill out, sign and send in the coupon orders.

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Miss L. L. WALLER invites correspondence with teachers with regard to accommodations in Chicago during the World's Fair. As Miss Waller is widely known among the teachers in this country, having been connected with the Western Publishing House in its interest in Pollard's Synthetic Method for the last three years. She proposes to interest herself in securing comfortable quarters for them in 1893, at reasonable rates. Early arrangements are advisable.

Kindly address letters on this subject to her home, River Forest, Ill.

TROY, Mo., Oct. 20, 1891.

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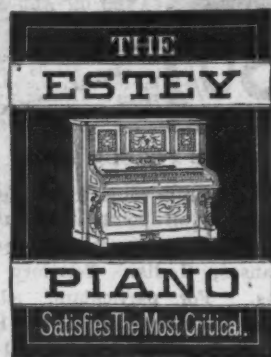
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